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ABSTRACT

This paper points to the demands which our "new society" is making upon guidance and counseling programs; demands which must be met as counselors become agents of change and the profession turns from exclusive concern with intra and interpersonal matters to exteriorceptive concerns. The author gives a brief historical outline of the emerging guidance profession in order to provide insight into the problems of evaluation and to point out the current need for a new definition of the situation with its advanced technology, urban concentrations, and aspiring minority groups. Finally, the paper looks at the youth of today, its values and its aspirations. Special attention is given to females and the part they will play in the labor force of the future. The author feels that the goal of present and future counseling programs must be to create a more humane environment, which gives support to the legitimate aspirations of its people, through peaceful institutional and social change. (Author/SES)

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PROGRAMS

The historical genesis of guidance provides insight into the problems of evaluation of guidance as it has developed into an emerging profession. The vocational stream of guidance produced an intense evaluation of the individuals traits and aptitudes. The problem of predict-ability led to factor analysis and construct validity as a means of evaluating the instruments used for assessment.

The Rogerian concern for the counseling relationship led to evaluation of communication between client and counselor. Verbal and non-verbal communication were evaluated. The counseling process was analyzed and technique skills were utilized.

With the passing of the N.D.E.A. act of 1958, the number of counselors in secondary schools dramatically increased in a few years. The total number of counselors zoomed from about twelve thousand to over Seventy-Thousand. The role of the counselor became the focal point of research and many writers spent many pages trying to say what counseling was and who the counselor was.

Research studies were ground out on the perception of the Counselor's role by administrators, by teachers and by students. Many hours were spent trying to draw a line between counseling and psychotherapy between a psychologist and a counselor between personality reconstruction and minimal change theory between developmental guidance and rehabilitation. The counselor in the school setting was defined as a normal kind of person. School counseling sessions were seen as lasting twenty minutes with two or three contacts. Educational progress

and career development were seen as the main task of counselors. Reality was described as the status quo, enforced by the ruling hierarchy. Counselors perceived their role as one of pointing out what was in existence, the fact that what was, was antithetical to democratic principles did not seem to disturb them too-much.

The birth of neo-behaviorism took for its reason for being, the global goals of counseling (ie) self-actualization. The proponents of this viewpoint stated that the outcomes of counseling were nebulous and impossible of being achieved by a counselor. Atomistic goals stated as behavioral objectives lend themselves to objective evaluation and hence the counselor and client would have a sense of achievement and counseling directors could <u>prove</u> to administration people that their budgets were justified on the basis of their accomplishments.

All of the preceeding emphasis on evaluation were necessary and fitting for an emerging profession as it sought a place for itself in the community of professions. But as we come to the last quarter of century of the twentieth century we need a new "definition of the situation". We need to understand a new "Reality". The second half of this paper shall attempt to clarify the situation and the reality that should cause us to develop new criterions for evaluating guidance and counseling programs.

The "Brave New World" in which we live presents characteristics unlike any other previous period of time. Technology has produced so that most people are very materialistic. Society has created a credit system to make material addicts out of all of us. Madison Avenue utilizes depth research to make sure we are hooked and stay that way. Thru automation, cybernetics, and cryogenics, to name a few, we have come to the place in manufacturing that we came in farming

in the early forties. We will not need the hords of people in manufacturing that we needed in the recent past (Norris, Zeran, and Hatch 1960, p. 45) We are probably destained to see large numbers of persons made obsolete by the new methods of manufacturing.

Urbanization has reached concentrations unheard of until now. The attendent problems of housing, slums and blight, crime, welfare, racial strike, health related problems, garbage disposal, abortions, drug abuse and human greed have reached epidemic proportions. In addition we have created a generation of people who have become conditioned to overt stimuli. Beginning with the neon sign we have increased stimulization a thousand fold. Literally bombarded by stimuli from morning until midnight the radio, the tape deck, the television, newspapers, magazines, billboards, and neon lights, psychedelic lights, movie theaters, performing theaters, sports arenas, posters and teachers, the demand for excitement has increased.

The movie producers and theatrical producers vie with one another to produce the most luried scenes. The desire to stimulate and be stimulated is seen in modern dress. This drive's power can be seen in the resistence to the moguls of fashion when they brought forth the maxi look.

The recapturing of self-respect by Black People is real. A people who have not been assimilated must <u>now</u> be accommodated as they seek their self-hood they will make mistakes, some of their requests may seem trivial to a white who has taken his many rights and opportunities for granted. Whites who seek to apply the standards he applies to white people who have had opportunities may be bewildered by the hostility he arouses among Blacks who have been deprived and denied access and opportunity.

The roles of the school must change to meet the needs of minority students (Blacks, Indians, Mexican Americans, and poor Whites).

The formalities of institutions must not stand in the way of human development. If the crude caveman of France and the barbaric Teutons of Central Europe could and did develop how can one doubt the development of Black, Brown and Red people. Jensen is a liar, Garrett, McGurk and Shuey are also liars when they concluded that Blacks don't have as much abstract intelligence as whites. It takes opportunity to maximize whatever potential a person might have. If, of course, they compare lower class Black children with middle class white children you will get a difference. If you compare middle class white children with lower class white children you will get a difference. If you lump all Black Children together you know that the mean score is affected by extremes. Some 60% of Blacks are still lower class while only 10% of Whites are. I challenge you, look around, what jobs are whites performing that you will find no Blacks capable of performing?

YOUTH TODAY

The young college age people have given up delayed gratification. In sex, in political action, and in dress they have thrown off their previous inhibitions and are demanding a role in shaping the society in which they live. They are better educated than any previous generation, and are questioning the choices of the older generation that involves them. (al la Viet Nam) Thru people like Ralph Nader they are forcing responsibility upon the older more powerful generation. Business which was only concerned with the profit motive must become concerned with an environment where people must live.

Finally a definition of the situation must provide for the accommodation of females. Less a nuclear holocaust destroys civilization women will no longer

remain at home. Already about 35,000,000 are on the job. The work situation must change to accommodate them.

Technocratic innovation, urbanization, overt stimulization, aspiration of minority peoples, the aspiration of women and the aspiration of youthful participation in real life situations constitute a new definition of the situations.

Guidance and counseling programs that would be relevant must seek to provide the modus vivende for the realization of valid self-realization goals. To the degree that counselors are able to get institutions and society to accept peaceful change that is constructive to this degree it will be successful.

Helping to create a more humane environment must become a goal of counseling. Helping to create attitudes that would see minority peoples as developing peoples who with opportunities will develop just like the barbaric Teutons, Franks, Angles, and Saxons.

Women have brains which must now be utilized at jobs other than typing, nursing, and teaching. Other professions must become a goal of counseling programs where dealing with females.

Age cannot alone produce wisdom and youth with more knowledge will not be denied participation in life.

Counseling programs must give support to these legitimate aspirations or it will find it has no clients to counsel. The profession must now turn from exclusive concern with intra and inter personal concerns to exteriorceptive concerns. It must perceive that the environmental press is in many instances the culprit that must be dealt with.

We must conceptualize a new society as Brameld and Fronn have stated. We must seek to bring about conditions of change without massive upheaval. We must become agents of change or we shall become prophets of doom.